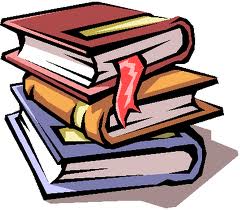
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***AP English Literature and Composition Syllabus***

“Though this be madness, yet there is method in it.”

---William Shakespeare

**COURSE OUTCOMES**

**Students who complete this course successfully will:**

1. Read a variety of drama and prose fiction and be prepared to discuss -- the author’s style, tone, and diction; figurative devices used to enhance the work; major themes; characters’ values and motivations; and the structure of the work including point of view, plot development, and the influence of setting.

2. Read many poems and be ready to discuss -- the author’s style, tone, and diction; main ideas and themes; poetic structure; and how the poetic devices and imagery work to form the whole.

3. Extend their critical vocabulary to discuss a piece of literature effectively through the study the elements of fiction as well as rhetorical stance.

4. Expand their reading and writing vocabulary, especially in the context of literature.

5. Expand their critical thinking skills to find and explain (through discussion and writing) what is of value in literature.

6. Hone their writing skills, especially in interpretative essays.

7. Develop expertise in closely analyzing and writing about familiar and unfamiliar passages of literature.

8. Grow in appreciation of literature through an understanding of the nature of literature in an artistic sense and in its historical context

9. Deepen their meta-cognitive abilities to reflect on their own learning

**Student Responsibilities**

1. Purchase a binder and a spiral notebook. The spiral will be used for your Critical Reading Journal (CRJ). The binder should have four sections; you can also keep your spiral in it until I collect them. You will want to also have a flashdrive or portable storage device.

2. Come to class every day equipped with notebook, pen, and whatever text we are reading. In-class assignments **must be written in ink;** out-of-class assignments must be typed.

3. Keep up with the reading assignments and take notes in your CRJ. Be willing to share your views and listen to others. You will be called on to share your observations and required to participate in class discussions.

4. Hand in all work by 3:00 p.m. on the day it is due. Even if you miss class on a given day, if you are in school at all that day, your work is due. If you anticipate having difficulty meeting a due date for an assignment, talk to me about an extension as soon as you foresee a conflict. An occasional late assignment that you notify me of via email is understandable; consistent late work is annoying and will result in a loss of points..

5. It is best to contact a classmate regarding assignments/readings for the day you missed or try to email me. Do your best to keep up with the reading even if you are missing school. I will use my wikispace this year for posting assignments, so check there for handouts, etc.

6. Be in class on time. Be prepared for class with the required materials.

7. Come see me or e-mail me if you are feeling lost, overwhelmed, confused, or upset about an assignment, reading, or discussion. I will do my best to understand your needs, but you must take the responsibility of communicating your concerns respectfully. I am available various periods throughout the day and usually after school. You may also e-mail me at the address listed.

8. Grades will be posted periodically on Teacher Logic, but usually I put the scores in about every three weeks. You should keep track of your own grades. If you ever have questions or concerns about your grade, we should talk.

**Evaluation Procedure**

All assignments will be graded on a 100% scale and then weighted accordingly. Listed below is an approximate breakdown of how your first semester grade will be divided; there may be slight variations in the percentage weights based on the amount of time we spend on various units/assignments. \* I reserve the right to make adjustments in order for student grades to reflect the work we have done.

In-class essay, referred to as “Impromptus,” will be graded using the 9-point A.P. style, which I will show you shortly. You will receive a rubric for this and work to improve your score each time you write. These scores are converted to a percentage score. On occasion there will be opportunities to rewrite impromptus.

Out-of class essays will be graded using a rubric I will provide when the essay is assigned. Typically you will earn 75% for what you say and 25% for how well you say it. You will have multiple opportunities for conferences with me and with peers during the writing process on these assignments, unlike the in-class impromptu essays. You may have opportunities to rewrite these essays.

**Writing Assignments:**

Throughout the year students will write, demonstrating an understanding and mastery of standard, written English. They should have a broad vocabulary which indicates that they can use words appropriately to show denotative accuracy and connotative resourcefulness. AP Literature students write for a variety of reasons:

1) Students will write creatively to indicate knowledge of the organization, structure, and style techniques of poetry and prose.

2) Students will write to inform their reader that they understand passages from poetry, and longer works like novels and plays.

3) Students will write to explain complex ideas and issues that require research and development.

4) Students will write to analyze various pieces interpreting the author’s meanings based on careful observation, use of extensive textural support, and an understanding of historical and social values.

5) Students will write under time constraints, producing papers that show both complexity and sophistication.

Grades will be determined based on the traditional scale:

A= 90-100%; B=80-89%; C=70-79%; D=60-69%; F=anything below 59%.

**Of course, for all assignments, you must adhere to the District 214 Academic Integrity Policy.**